

Leeman Road Playgroup

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Leeman Road Playgroup registered in January 2006. It is run by a voluntary committee based within St. Barnabas Church of England Primary School, in York. The group shares a large open plan room with the reception class. The room is able to be partitioned to provide separate accommodation for the playgroup when required. It has its own entrance and reception area. There is an enclosed outside area which is also shared with the reception class. Children also have access to the school field, hall, playground and wildlife area, to support their learning and development.

The playgroup is open term time only, from Monday to Friday each morning between 8.30am until 11.30am. It also operates each Monday, Wednesday and Thursday afternoons from 12.30pm until 3pm. It is registered on the Early Years Register for a maximum of 26 children, from two years old to under five years old. Currently there are 48 children on roll. This includes a number of children who use English as an additional language and those who are receiving additional learning support. The playgroup employs four staff who are all suitably qualified to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective arrangements exist to ensure children are safe and feel secure within the very inclusive setting. Their health, welfare and well-being are exceptionally well supported. They make significant gains in their learning and are involved in a highly stimulating range of interesting experiences that take place inside and outdoors. Exceptional arrangements exist to engage and involve children in the school setting. Adults work closely and extremely effectively with parents, partners and others, delivering the Early Years Foundation Stage, to meet children's individual needs. There are clear strengths in aspects of current leadership and management, including plans for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of self-evaluation to secure improvement of the provision
- consider ways in which parents can have better access and involvement in their children's learning journals.

The effectiveness of leadership and management of the early years provision

Adults at the setting are well aware of their responsibility to protect children from harm. Good risk assessments are in place and adults know the action to take if concerns are raised about children's welfare or well-being. Appropriate checks are carried out to ensure those adults who work, or who have close contact with children are suitable to do. A vibrant environment is provided. It is bright and welcoming and is a valuable contributor towards children's enjoyment, achievement and learning. Extremely effective arrangements exist to enable children who attend the playgroup and those who are in the reception class to play and learn alongside each other. This works very well and means playgroup children are provided with a seamless transition into the school environment.

The extensive range of good quality toys, equipment and resources keep children interested and engaged and contribute towards the rapid progress they make in their learning. The majority are very easily accessible, which aids children's independence, choice and decision making skills. Included are those which help raise children's understanding of the multicultural society, for example, dual language books. There is a good balance of activities that are initiated by children or led by adults. Adult supervision levels are high and are effectively maintained to ensure they are ready to assist with children's learning and to oversee their safety.

The indoor environment is very well organised into focussed areas of learning. This helps children to easily find what they need, and provides effective links in their learning. The outdoor environment is equally stimulating and interesting and is as conducive to learning as that indoors. Specific areas are also created outside, for example, to encourage children to be physical, inquisitive, curious, creative or restful. The accommodation is well suited to its purpose and children clearly benefit and thrive as a result of the setting they are in.

Regular observations and assessment of children's progress takes place. The system is well supported by photographic evidence. Written accounts and examples of work are placed in children's learning journals. This helps adults identify future targets and supports planning based on children's interests and learning needs. Target setting is realistic, and challenging, and supports positive outcomes for children. This is identified by the leader of the group as an area for further improvement.

There is a highly successful working partnership with parents. Those spoken to at the time of the inspection were extremely satisfied and complementary of the service provided. They said they appreciate the friendly and approachable adults employed at the setting, how happy their children are and the speed of the learning journey; quoted as making progress in, 'leaps and bounds'. Some expressed a desire to have better access to their child's learning journals. Partnership working with professionals and others delivering the Early Years Foundation Stage is truly valued. There are well-established channels of communication between all partners involved, with children, recognised as a successful contributor to improvements in their achievements, well-being and

development.

Adults involved with the setting work very well together. They are a strong and well-established team. There is a common purpose to ensure that all groups of children have the opportunity to achieve as well as they can. There is a positive commitment to bring about future developments. For example, by working with other professionals to ensure systems are firmly in place to help children move forward in their learning. There is a positive approach to secure future improvement. The majority of recommendations raised at the last inspection have been met very well.

The quality and standards of the early years provision and outcomes for children

Adults are highly effective in ensuring all children are well integrated and place equality of opportunity at the heart of all work involving parents and children. Warm, caring and trusting relationships exist. Language barriers are effectively challenged through adults working together to promote better communication. For example, key words in a variety of home languages used by some families, whose children attend the setting, are well displayed and able to be learnt by everyone. This shows children respect and helps them to feel valued and develop a strong sense of belonging. Children are very well supported to make progress in speech and language, as individuals, and as a group. They feel safe and secure making a positive contribution to the progress they make. They are provided with an explanation of the consequence of their actions to help them understand about keeping safe. For example, not walking around the setting when they are eating in case they choke on their food. Children's confidence is developing very well, which supports their self-esteem and independence. They are able to share, take turns and co-operate with their peers. As such, their behaviour is exemplary.

Children are very well supported to develop an exceptional understanding of engaging in a healthy lifestyle. For example, by free access to outdoor physical exercise and activities, secure hygiene routines and recognising the importance of a well-balanced diet that includes healthy options. Information is swiftly shared with parents regarding evidence of any childhood illness or infection within the setting. Children can experiment and investigate using a varied range of resources. For example, there are specific areas created outdoors where children can use tools to dig and look closely under the tree stumps for minibeasts and bugs. This is further enhanced by regular access to sand, water, mud, crafts and other tactile resources that raise children's curiosity and inquisitiveness. High emphasis is placed on helping children to count. Through the familiar story of 'The Three Bears' and resources, for example, different-sized bears and corresponding furniture, the children are supported to understand matching, sorting and measurement. This makes learning fun and supports children's individual styles by the provision of learning opportunities delivered in different ways. Phonics are also given good attention as a priority for learning. Children are confident to identify sounds, letters and words. For example, by finding their name card to self-register

or to show they have had their snack.

There is a varied range of equipment to raise children's understanding of everyday information and communication technology. For instance, a laptop, digital cameras, play telephones and remote controlled toys are provided. The children are encouraged to become actively involved in using their imaginations. For example, using resources within the central role play area, playing with the fantasy castle or using the large selection of dressing up clothes and small world resources. Children display high levels of concentration and play a full and active role in their learning. They learn about the world around them through the celebration of a range of traditions and festivals, including Chinese New Year. Overall, children are extremely well equipped with skills they require, in order to make progress and secure future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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